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ABSTRACT

This publication is designed to help child care center directors and other personnel in programs receiving funding through the Child Care Food Program plan their food service. Included are sections on: (1) planning food for a day; (2) meal patterns (information on the necessary food groups, a chart of vegetables and fruits containing vitamin A, C and iron, and a list of acceptable bread and bread products); (3) planning menus; (4) suggested menus for young children; (5) food preparation and tips on food purchasing; (6) sanitation; (7) making mealtime a happy time; (8) nutrition education; (9) planning foods for infants; (10) information materials; (11) menu planning worksheet and (12) menu evaluation checklist. (MS)

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A planning guide for food service in child care centers

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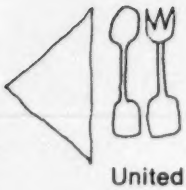

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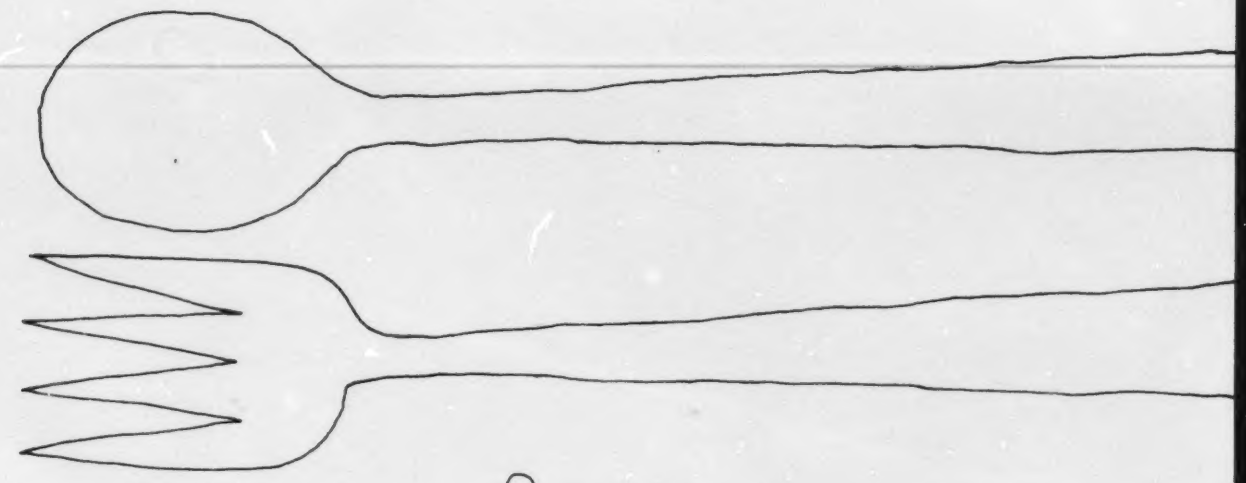

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Foreword

This publication has been prepared to help child care center directors and other personnel in the Child Care Food Program plan their food service. The program was authorized in October, 1975 by Public Law 94-105, which amends the National School Lunch Act of 1946. This legislation extends efforts to improve the nutrition of young children.

The Child Care Food Program provides assistance to food services for both pre-school and school-aged children (including the handicapped). The program is open to any public or private nonprofit institution providing child care where children are not maintained in permanent residence. This includes day care centers, settlement houses, recreation centers, Head Start centers, and institutions providing day care for handicapped children. Participating child care centers serving meals which meet program requirements are eligible for cash reimbursement and donated foods.

Centers also may obtain funds for equipment to initiate, improve, or expand food service programs. These funds may be used for the purchase or rental of equipment, for storing, preparing, transporting, and serving of food. Any institution receiving funds for equipment must also participate in the food assistance portion of the program.

Technical assistance to plan or implement a food service operation is also available from the State administrative agency or Food and Nutrition Service Regional Office (FNSRO) that administers the program. The Nutrition and Technical Services Staff acknowledges the assistance of the Food and Diet Appraisal Research Group, Consumer and Food Economics Institute, Agricultural Research Service, U.S. Department of Agriculture, in preparing this publication.

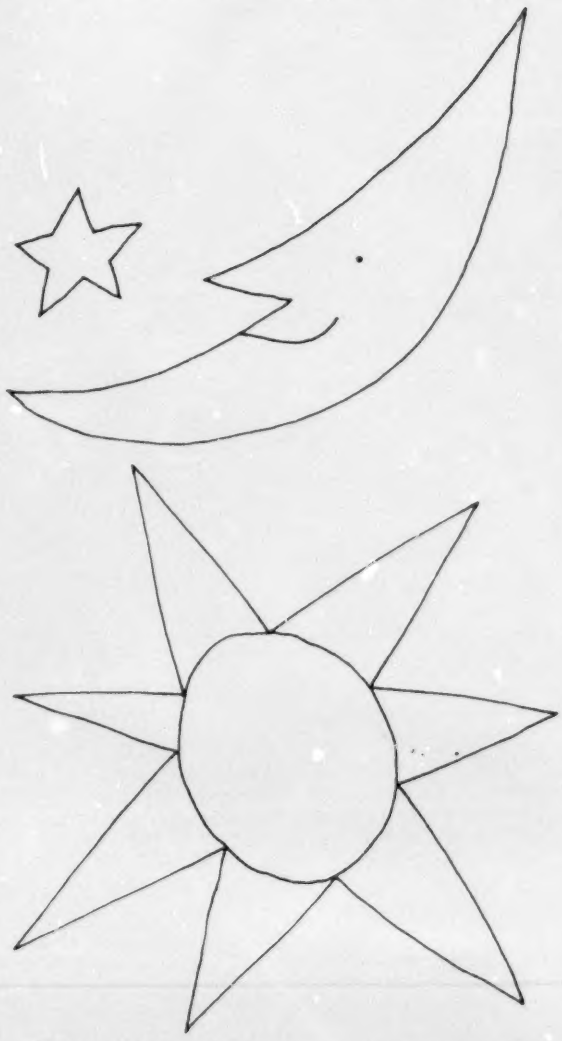
Planning food for a day

When planning food service for a child care center, the total daily food needs of children should be considered. The combination of meals and supplements (snacks) served will vary according to the age of the children, their time of arrival at the center, and their length of stay. Children coming to centers early (before 8 A.M.) and having little food at home, need a breakfast or snack soon after their arrival. Young children staying at the center for 4 to 6 hours should have at least one meal, or a meal and one or more supplements between meals. Children spending more than 6 hours at the center should be provided additional food. If the center is open until late in the day, supper may be served. Child care centers may serve breakfast, lunch, supper, and both midmorning and midafternoon supplements, or any combination of these. Each center should serve meal combinations that best suit the needs of the children.

Remember:

Young children need nutritious foods at frequent intervals. Serving food frequently helps keep children from becoming overtired and irritable. However, it is important to schedule food service to allow sufficient time between meals and supplements (snacks). For example, if breakfast is served, schedule the midmorning supplement so that it does not dull the children's appetite for lunch. If a late breakfast is served, a midmorning supplement may not be necessary.

Meal patterns



As specified in the regulations for the Special Food Service Program for Children, the meals or supplements shall contain, as a minimum, the following food components in the amounts indicated on the pattern chart.

Young children master many skills during their first 6 years, and learning to eat a variety of foods is one of the most important ones. Thus, personnel responsible for food service in child care centers should provide children the opportunity to learn to eat and enjoy a variety of nutritious foods.

Since no one food contains all the nutrients in amounts needed for good health, it is important to select a variety of foods to supply needed nutrients each day. Meal pattern requirements provide a framework for planning menus that contribute to the nutritional well-being of young children. These requirements are described below.

MILK supplies most of the calcium in meals. It also supplies riboflavin, protein, vitamin A, and other nutrients.

At *breakfast,* a serving of milk may be used as a beverage, or on cereal, or as a beverage and on cereal. At *lunch and supper* milk must be served as a beverage. Children may be offered a choice of the types of milk served. Fluid milks that may be served include whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk, which meet State and local standards. If lowfat or skim milk is served, it should be fortified with vitamin A. Milk is also a good beverage to use for *midmorning or midafternoon supplements* (snacks). If only snacks, or a meal and two snacks, are served at a center, it is a good idea to include milk in at least one snack. Additional milk (fluid, evaporated, or nonfat dry) may be used in preparation of soups, puddings, baked products, and other dishes. The use of additional milk helps improve the nutritional quality of any meal; however, this milk cannot be credited to meet the milk requirement.

MEAT AND MEAT ALTERNATES provide protein, iron, B vitamins (thiamin, riboflavin, niacin) and other nutrients. A meat, a meat alternate, or a meat and meat alternate combination must be served at *lunch or supper* in amounts specified in the patterns on page 5.

A serving of lean meat (beef, pork, lamb, veal); poultry; fish; a serving of cheese; an egg; or a serving of cooked dry beans or peas; or the specified quantity of peanut

butter may be used to meet this requirement. A combination of any of these foods may also be served to meet this requirement. For example, a peanut butter sandwich and a "deviled" egg may be served as the meat alternate in a meal. Ground meat and cheese (meat and meat alternate) combined in a casserole, also meet the requirement. These foods are usually served as the main dish at *lunch or supper*.

Enriched Macaroni Products with Fortified Protein may be used as one-half of the meat alternate when mixed as follows: one part dry macaroni or spaghetti with one part cooked meat, poultry, fish, or cheese. For example, a main dish made with ¾ ounce dry enriched macaroni product with fortified protein (about ¼ to ⅜ cup, cooked) and ¾ ounce cooked meat, poultry, fish, or cheese meets the meat or meat alternate requirement for a child aged 3 to 6 years.

Textured Vegetable Protein Products are allowed as a meat alternate when no more than 30 percent of the hydrated protein products are mixed with 70 percent uncooked meat, poultry, or fish.

Cheese Alternate Products may be used in combination with at least an equal amount of natural or processed cheese in a heated or cooked menu item.

To improve children's overall food intake, meat or meat alternates should be included at *breakfast* as often as possible. Eggs, cheese, and peanut butter may be served as such, or they may be used in preparation of breads, like cheese biscuits or peanut butter rolls.

Young children enjoy cheese cubes or sticks, peanut butter on bread or crackers, meat cubes, and other protein-rich foods at snack time. *Supplements* (snacks) provide excellent opportunities for introducing unfamiliar meats or meat alternates to young children.

VEGETABLES AND FRUITS provide most of the vitamin C and a large share of vitamin A. They also supply iron, as well as other vitamins and minerals.

At *breakfast*, a serving of fruit or full-strength fruit or vegetable juice is required. Breakfast is an excellent time to serve vitamin C foods. Citrus fruits and juices, like oranges or grapefruits, are excellent choices. Other good choices are tomato juice, strawberries, and cantaloupe (when in season). Dried fruit may also be served. Dried apricots, raisins, and prunes provide variety in menus and are valuable for iron. (See list on page 7 for food sources of vitamins A and C and iron).

To meet program requirements for *lunch and supper*, two or more vegetables or fruits must be served at each meal. Include vegetables and fruits which are good sources of vitamins A and C and iron in at least one meal.

Fruits and vegetables which are simply prepared and easy to eat are practical. For the *midmorning or midafternoon supplement*, full-strength fruit or vegetable juices may be served. Use of juice drinks is discouraged since large servings are needed to meet program requirements. For example, a full cup of juice drink containing 50 percent juice would be needed to meet the pattern requirement of ½ cup of full-strength juice. Most juice drinks contain less than 50 percent full-strength juice. Beverages made from fruit-flavored powders and syrups do not meet program requirements.

Snack time is a good time to introduce new vegetables and fruits to children. A vegetable or fruit stick or strip may be offered for tasting along with a supplement of milk and enriched crackers.

For variety, fruit or vegetable (⅛ to ¼ cup) may be served in place of part of the milk or juice for supplements between meals.

Pattern

Breakfast	Children 1 up to 3 years	Children 3 up to 6 years
Milk, fluid [1]	½ cup	¾ cup
Juice or **fruit**	¼ cup	½ cup
Cereal or **bread,** enriched or whole grain [2]		
Cereal, or	¼ cup [3]	⅓ cup [4]
Bread	½ slice	½ slice

Midmorning or midafternoon supplement		
Milk, fluid [1]; or **juice;** or **fruit;** or **vegetable**	½ cup	½ cup
Bread or **cereal,** enriched or whole grain [2]		
Bread, or	½ slice	½ slice
Cereal	¼ cup [3]	⅓ cup [4]

Lunch or supper		
Milk, fluid [1]	½ cup	¾ cup
Meat and/or **meat alternate** [5]		
Meat, poultry, or fish, cooked [6]	1 ounce	1½ ounces
Cheese	1 ounce	1½ ounces
Egg	1	1
Cooked dry beans and peas	⅓ cup	¼ cup
Peanut butter	1 tablespoon	2 tablespoons
Vegetables and **fruits** [7]	¼ cup	½ cup
Bread, enriched or whole grain [2]	½ slice	½ slice

[1] Includes whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk made from these types of fluid milk which meet State and local standards.
[2] Or an equivalent serving of an acceptable bread product made of enriched or whole grain meal or flour. See page 8.
[3] ¼ cup (volume) or ⅓ ounce (weight), whichever is less.
[4] ⅓ cup (volume) or ½ ounce (weight) whichever is less.
[5] Or an equivalent quantity of any combination of foods listed under Meat and Meat Alternates.
[6] Cooked lean meat without bone.
[7] Must include at least *two* kinds.

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ENRICHED OR WHOLE GRAIN BREAD AND CEREALS provide some of the B vitamins, minerals (especially iron), some protein, and calories.

At *breakfast,* a serving of enriched or whole grain bread, a serving of an acceptable bread product made of enriched or whole grain meal or flour, or a serving of enriched or whole grain cereal may be served. (See list of acceptable bread products on page 8.) To meet the requirement for 3 to 6-year-old children, a combination of bread and cereal, such as ¼ slice of bread and about 3 level tablespoons (1/6 cup) of cooked rolled oats may be used.

At *lunch and supper,* a serving of enriched or whole grain bread is required. This requirement may be met with ½ slice of whole grain or enriched bread, or with a serving of an acceptable bread product made with whole grain or enriched meal or flour.

For *midmorning and midafternoon supplements,* a serving of enriched or whole grain bread or cereal, or an acceptable bread product made of enriched or whole grain meal or flour, may be served. Hot breads such as rolls, biscuits, cornbread, muffins, or raisin bread can add variety and appeal as well as nutrients to snacks. Enriched soda and graham crackers also are appropriate to serve young children as snacks. Although most crackers are made with enriched flour, the use of "party" crackers, i.e., snack crackers, onion crackers, and the like are not recommended because of the difficulty in determining portion sizes equivalent to one-half (½) slice of bread. Enriched cookies may not be served as bread equivalents at breakfast, lunch, or supper; however, these items are acceptable for *supplements* (snacks).

The variations in serving sizes for cereal allow for a smaller serving size by weight for the high density granola-type cereals.

Be sure to read labels on all commercially prepared baked products and buy only those made from enriched or whole grain meal or flour.

Formulated Grain-Fruit Products meet the bread or cereal and fruit or juice requirements for breakfasts and supplements (snacks). These products must meet nutritional specifications as established by USDA. They are intended for use where kitchen facilities are not available for preparing and serving regular breakfast or snack menus.

OTHER FOODS not a part of the meal pattern requirements—may be served at all meals to help improve acceptability, to satisfy children's appetites, and if wisely chosen, to increase nutritional quality of meals.

A serving of butter or fortified margarine is not required for breakfast, lunch, or supper. However, butter or fortified margarine may be used as a spread or in food preparation to provide additional calories and vitamin A, as well as to enhance flavor and increase acceptability.

Desserts served at *lunch and supper* help meet children's need for energy (calories). Desserts may also help meet other nutritional needs. For example, cakes and other baked products made from enriched flour supply iron and B vitamins. Ice cream and other desserts made from milk furnish calcium along with other nutrients.

Enriched or whole grain products such as enriched macaroni, rice, noodles, and spaghetti served at *lunch or supper* not only add variety to menus, but they also furnish minerals, vitamins, and calories. These foods should be included in meals occasionally, in a small serving, since they tend to dull appetites for required foods.

Bacon, jams, jellies, honey, and syrup may be served occasionally at *breakfast* to add variety. They furnish mainly calories.

Some vegetables and fruits for vitamin A, vitamin C, and iron

Vitamin A

Vegetables

Asparagus
Broccoli
Carrots
Chili peppers (red)
Kale
Mixed vegetables
Peas and carrots
Pumpkin
Spinach
Squash—winter
Sweetpotatoes
Tomatoes
Tomato juice, paste or puree
Turnip greens
Vegetable juices

Fruits

Apricots
Cantaloupe
Cherries, red sour
Peaches
Plums, purple
Prunes

Vitamin C

Vegetables

Asparagus
Broccoli
Brussels sprouts
Cabbage
Cauliflower
Chili peppers
Collards
Kale
Okra
Peppers, sweet
Potatoes, white
Spinach
Sweetpotatoes
Tomatoes
Tomato juice, paste or puree
Turnip greens
Turnips

Fruits

Cantaloupe
Grapefruit
Grapefruit juice
Oranges
Orange juice
Raspberries
Strawberries
Tangerines

Iron

Vegetables

Asparagus
Beans—green, wax, lima
Broccoli
Brussels sprouts
Dark green leafy vegetables—beet greens, collards, kale, spinach, turnip greens
Peas, green
Squash
Sweetpotatoes
Tomatoes (canned)
Tomato juice, paste or puree

Fruits

Apples (canned)
Berries
Dried fruits—dates, apricots
Figs
Peaches
Plums, purple
Prunes
Raisins
Rhubarb

Acceptable bread and bread products

(All products must be made of whole grain or enriched flour or meal)

Group I

When obtaining these items commercially, a *full* serving should have a minimum weight of 25 grams (0.9 ounce). The serving size specified below should have a minimum weight of 13 grams (0.5 ounce).

Item	Serving Size
Bagels	½ bagel
Biscuits[1]	1 biscuit
Boston Brown Bread	½ serving
Buns (all types)	½ bun
Cornbread[1]	1 serving
Doughnuts (all types)[2]	½ doughnut
English Muffins	½ muffin
French or Vienna Bread[3]	½ serving
"Fry" Bread	½ piece
Italian Bread[3]	½ serving
Muffins[1]	½ muffin
Pretzels, Dutch (soft) Twisted	1 pretzel
Pumpernickel	½ slice
Raisin Bread[1]	½ slice
Rolls (all types)[1]	1 roll
Rye Bread	½ roll
Salt Sticks	½ stick
Stuffing (Bread)[4]	½ serving
Sweet Rolls[2]	½ roll
Syrian Bread (flat)[3]	½ section
White Bread[1]	½ slice
Whole Wheat Bread[1]	½ slice

[1] To determine serving sizes for products made at child care centers, refer to "Cereal products" in FNS 86, "Quantity Recipes for Child Care Centers."
[2] To be allowed as a bread item in breakfasts and supplement (snacks) only.
[3] Denotes commercially prepared products often made with unenriched flour. Check label or manufacturer to be sure product purchased is made with *enriched flour*.
[4] Bread in a serving of stuffing should weigh at least 13 grams (0.5 ounce).

Group II

When obtaining these items commercially, a *full* serving should have a minimum weight of 20 grams (0.7 ounces). The serving size specified below should have a minimum weight of 10 grams (0.4 ounces).

Item	Serving Size
Bread Sticks (dry)	1½ sticks
Graham Crackers	1½ crackers
Melba Toast	2½ pieces
"Pilot" Bread	1 piece
Rye Wafers (whole-grain)	2 wafers
Saltine Crackers	4 crackers
Soda Crackers	1½ crackers
Taco Shells	1 shell
Zwieback	1½ pieces

Group III

When obtaining these items commercially, a *full* serving should have a minimum weight of 30 grams (1.1 ounces). The serving size specified below should have a minimum weight of 15 grams (0.6 ounces).

Item	Serving Size
Dumplings	½ dumpling
Hush Puppies	½ serving
Meat or Meat Alternate Pie Crust	½ serving
Meat or Meat Alternate Turnover Crust	½ serving
Pancakes	½ pancake
Pizza Crust	½ serving
Popovers	½ popover
Sopapillas	½ serving
Spoonbread	½ serving
Tortillas	1 tortilla
Waffles	½ serving

Planning menus

Creative menu planning calls for originality, imagination, and a spirit of adventure. The menus should be planned for the children. Investigate the ethnic and cultural background of program participants and try to include foods acceptable to the groups being served.

Menus should be planned in advance—2 weeks to a month ahead of the time they are to be served. Advance planning is important as a basis for food purchasing, cost control, and scheduling food preparation. Cycle menus lasting 2 or 3 weeks are one way to provide variety and avoid repetition in food service. The cycle does not always have to begin on the first day of the week. Beginning the menu cycle on Wednesday, Thursday, or any other day is just as acceptable and helps avoid having the same menu on the same day of each week.

Plan meals that are appealing, economical, and suited to available facilities and personnel.

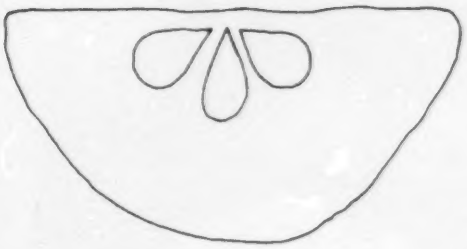
APPETITE APPEAL

Variety is the key to appetizing meals for children and adults alike. The food served should have *variety:* in *form* (cooked and raw); *size and shape* (round, sticks, cubed, etc.); *color, texture* (crisp and soft); and *flavor* (strong or mild; sweet or sour).

Serve foods in forms young children can manage easily, such as bite-sized pieces. Foods they can pick up with their fingers are easy to handle. Serve "finger foods"—vegetable sticks or wedges of fresh fruit—often.

Try to include foods with contrasting colors. The natural red, green, and orange colors of fruits and vegetables add eye appeal.

Colorful foods should be used in combination with those of little color. Mashed potatoes, green beans, carrot sticks, and tomato wedges



Suggested finger foods

Apple wedges
Banana slices
Berries
Cabbage wedges
Carrot sticks
Cauliflowerets
Celery sticks[1]
Cheese cubes
Dried peaches
Dried pears
Fresh peach wedges
Fresh pear wedges
Fresh pineapple sticks
Grapefruit sections (seeded)
Green pepper sticks
Meat cubes
Melon cubes
Orange sections
Pitted plums
Pitted prunes
Raisins
Tangerine sections
Tomato wedges
Turnip sticks

[1] May be stuffed with cheese or peanut butter.

make an appealing color combination.

In a hot meal, try to include at least one cold food. In a cold meal, try to include at least one hot food.

Use crisp firm foods in combination with soft creamy ones. (See menus on page 12 for ideas).

Use a combination of mild flavors with strong ones.

Strong-flavored vegetables such as broccoli, cabbage, kale, and the like are not popular with young children. Serve these vegetables only occasionally and in small amounts.

Include food combinations most acceptable to children. (See menus on page 12 for ideas.)

Plan special menus for national holidays, children's birthdays, and other special days at the center.

Plan to use foods in season. Most fresh fruits and vegetables are plentiful during summer months. This is a good time to serve these foods.

Consider regional, cultural, and personal food preferences of children when planning menus.

Be sure menus do not reflect personal food preferences of the menu planner.

Avoid:

- Serving the same food on consecutive days; for example, ground beef in meatloaf on Monday and in "Sloppy Joes" on Tuesday.
- Serving the same food on the same day of the week. Every Monday should not be "soup and sandwich day" and every Friday should not be "fish day."
- Preparing two foods in the same way in the same meal.
- Preparing foods in the same way each time they are served.

FOOD COST

Most centers have a limited amount of money that can be spent for food in a given period—a month, for example. The food service manager has the responsibility of staying within this limit while planning appetizing and nutritious meals. Here are some tips on controlling food costs.

Recipes

Use recipes that have been found to yield a given amount of good quality product. A file of such recipes (standardized recipes), adjusted to provide the number of servings required in the center, is basic to cost control. The file should include the quantities of fresh and processed foods used alone—vegetables and fruits for example—to provide the required servings. Two sources of recipes are: "Quantity Recipes for Child-Care Centers" and Project Head Start, "Food Buying Guide and Recipes." (See page 22).

Cost comparisons

Calculate how much it costs to serve the foods in the file of recipes. Estimates based on cost of the main ingredients, not counting cost of seasonings, are accurate enough for planning purposes. Recalculate cost of recipes only when there is a big change in the price of a major ingredient. Cost of foods in different recipes can then be compared. For example, the cost of spaghetti and meat balls can be compared with the cost of turkey and dressing; and a half orange can be compared with a glass of orange juice. Also, the cost of the total menu can be estimated. If this cost is too high for the food budget, some of the foods in the menu can be replaced by less expensive ones.

Finding bargains

Make maximum use of USDA-donated foods. Find out from the State distributing agency

the kinds and amounts of foods available and when they are distributed. Once supplies are received, include these foods daily or weekly on menus (depending on quantities). Use foods which are in plentiful supply on the local market to help keep food cost low. Check food prices frequently with local vendors to determine food cost. Plan to use those foods on the menu which are a "bargain" locally.

FACILITIES

Plan meals that can be prepared and served with the facilities and equipment available.

Consider oven, surface-cooking, refrigeration, and freezer space.

Consider the numbers and kinds of serving tools and dishes available to serve each menu.

For help in planning kitchen facilities, see "Equipment Guide for Preschool and School Age Child Service Institutions." (See page 22).

PERSONNEL

Plan meals that can be prepared by the employees in the time allowed.

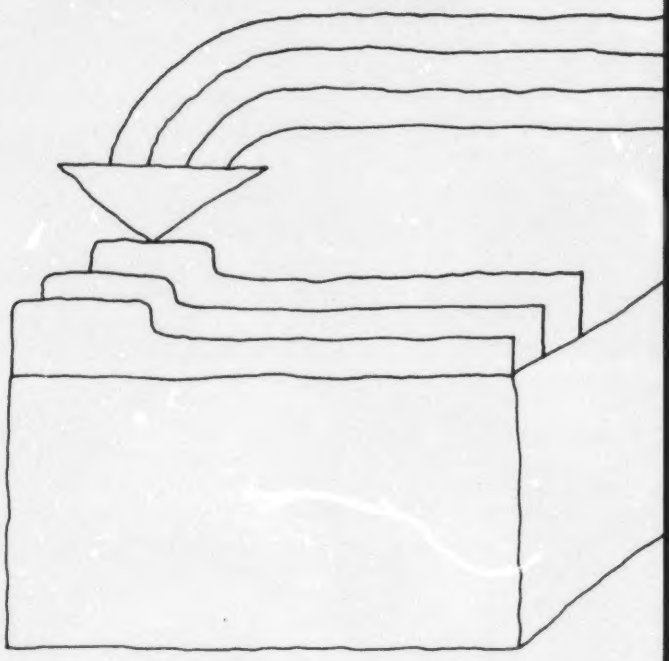
Consider the amount of hand preparation required for each menu.

Schedule employees' time so that their particular skills can be used to best advantage.

Balance the workload from day to day and week to week.

MENU PLANNING—THE TOTAL JOB

Good menu planning goes beyond the listing of specific foods to be included in daily meals. A menu planning worksheet can help systematize the total job.



Record the menus planned on a worksheet designed for that purpose and suited to individual needs.

(See sample worksheet, page 24.)

Select the specific recipes to be used in preparing the different menu items. Refer to FNS-86, "Quantity Recipes for Child-Care Centers."

Determine the size serving desired.

Evaluate the menus from the standpoints of meeting meal requirments as well as quality and quantity.

Estimate the number of meals to be prepared.

Adjust the recipes selected to provide the necessary number of servings.

Calculate the amounts of food required for the total number of meals to be served. Use FNS-64 (this publication) and FNS-108, "Food Buying Guide for Child Care Centers." (See page 22.)

Calculate the cost of the meals.

Prepare purchase orders relative to food inventories.

Schedule production time and develop work schedules.

Remember:
Careful systematic planning of menus—well in advance—is a key to good management.

Suggested menus for young children[1]

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 5).

Pattern	1st Day	2nd Day
BREAKFAST Juice or Fruit Cereal or Bread Milk Other Foods	**Orange Juice**—½ cup **Toast**—½ slice **Baked Scrambled Egg**—2 Tbsp. **Grape Jelly** **Milk**—¾ cup	**Sliced Banana**—½ cup **Cornflakes**—⅓ cup **Milk**—¾ cup
A.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Milk**—½ cup **Cinnamon Toast**—½ slice	**Tomato Juice**—½ cup **Cheese Toast**—½ slice
LUNCH OR SUPPER Meat or Meat Alternate Vegetables and Fruits Bread Milk Other foods	**Meat loaf**—1 slice (1½ oz. meat) **Green Beans**—¼ cup **Pineapple Cubes**—¼ cup **Bread and Butter**—½ slice **Milk**—¾ cup	**Baked Chicken**—(1½ oz. meat) **Mashed Potatoes**—¼ cup **Buttered Peas**—¼ cup **Carrot Stick** **Roll**[3]—small **Milk**—¾ cup
P.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Mixed Fruit Juice**—½ cup **Peanut Butter Sandwich**—¼	**Milk**—½ cup **Oatmeal Cookie**[3]—1

[1] For recipes to prepare these menus which meet program requirements, see FNS-86, "Quantity Recipes for Child Care Centers."
[2] Made with fluid milk: whole, skim, or lowfat.
[3] Made with enriched flour.

3rd Day	4th Day	5th Day
Apricot Halves—½ cup **Buttered Toast**—½ slice **Cocoa**[2]—¾ cup	**Fruit Cup**—½ cup **Hard Cooked Egg**—Half **Toast**—½ slice **Milk**—¾ cup	**Grapefruit Sections**—½ cup **Rolled Oats**—⅓ cup **Milk**—¾ cup
Milk—½ cup **Dry Cereal**—⅓ cup	**Pineapple Juice**—½ cup **Toasted Raisin Bread**[3]—½ slice	**Grape Juice**—½ cup **Cinnamon Toast**—½ slice
Chicken Vegetable Soup—½ cup (1 oz. meat, ¼ cup vegetable) **Peanut Butter and Jelly Sandwich** (1 Tbsp. peanut butter) **Green Pepper Stick** **Canned Peaches**—¼ cup **Milk**—¾ cup	**Beef Patty**—(1½ oz.) **Carrots**—⅜ cup **Apple Wedge**—⅛ cup **Whole Wheat Bread** and **Butter**—½ slice **Milk**—¾ cup **Chocolate Pudding**—2 Tbsp.	**Fish Sticks**—3 (1½ oz. fish) **Buttered Spinach**—¼ cup **Canned Pears**—¼ cup **Corn Bread**—1 square **Milk**—¾ cup
Apple Juice—½ cup **Cheese Toast**—½ slice	**Milk**—½ cup **Peanut Butter Cookie**[3]—1 **Turnip Stick**	**Milk**—½ cup **Rolled Wheat Cookie**[3]—1 **Cauliflowerets**

Suggested menus for young children[1]

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 5).

Pattern	6th Day	7th Day
BREAKFAST Juice or Fruit Cereal or Bread Milk Other foods	**Apple Juice**—½ cup **Cheese Toast**—½ slice **Milk**—¾ cup	**Orange Juice**—½ cup **Sweet Roll**[3] **Sausage Link** **Milk**—¾ cup
A.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Pineapple Juice**—⅓ cup **Carrot Sticks**—3 **Saltine Crackers**—3	**Banana**—¼ cup **Dry Cereal**—⅓ cup **Milk**—¼ cup
LUNCH OR SUPPER Meat or Meat Alternate Vegetables and Fruits Bread Milk Other foods	**Swiss Steak Cubes**—¼ cup (1½ oz. meat) **Buttered Mixed Vegetables**—¼ cup **Orange Sections**—¼ cup **Bread**—½ slice **Milk**—¾ cup **Rice**—2 Tbsp.	**Macaroni, Cheese and Ham Casserole**—⅓ cup (1½ oz. meat and cheese) **Buttered Cabbage**—¼ cup **Fruit Cup**—¼ cup **Bread**—½ slice **Milk**—¾ cup
P.M. SUPPLEMENT Milk or Juice, etc. Bread or Cereal	**Milk**—½ cup **Raisin Bread**[3]—½ slice	**Tomato Juice**—½ cup **Whole Wheat Muffin**—½ muffin

[1] For recipes to prepare these menus which meet program requirements, see FNS-86, "Quantity Recipes for Child Care Centers."
[2] Made with fluid milk: whole, skim, or lowfat.
[3] Made with enriched flour.

8th Day

Sliced Peaches—½ cup
Buttered Grits—⅓ cup
Milk—¾ cup

Cranberry Juice—½ cup
Buttered Toast—½ slice

Baked Liver—1½ oz.
Buttered Green Beans—¼ cup
Tomato Wedge—¼ cup
Bread—½ slice
Milk—¾ cup

Milk—½ cup
Vanilla Cookie[3]—1
Red Gelatin Cubes

9th Day

Applesauce—½ cup
Scrambled Egg—2 Tbsp.
Buttered Toast—½ slice
Cocoa[2]—¾ cup

Orange Juice—¼ cup
Muffin[3]—½ muffin
Raisins—¼ cup

Spaghetti and Meat Sauce—½ cup (1½ oz. meat)
Peas—¼ cup
Green Salad—¼ cup
French Bread and Butter—½ slice
Milk—¾ cup
Brownie[3]

Milk—½ cup
Cinnamon Toast—½ slice

10th Day

Tomato Juice—½ cup
Farina—⅓ cup
Milk—¾ cup

Milk—½ cup
Saltine Crackers[3]—4
Peanut Butter
Honey

Salmon Loaf—1 piece (1½ oz. fish)
Creamed Potatoes—¼ cup
Broccoli—¼ cup
Roll[3] **Butter**
Milk—¾ cup

Fruit Cup—½ cup
Cornmeal Cookie[3]—1

Food preparation

Serving acceptable and nutritious foods depends not only on good planning, selection, and storage of food, but also on how it is prepared and cooked.

The key to good food preparation is carefully followed standardized recipes. "Quantity Recipes for Child Care Centers" has been especially designed to meet the meal requirements for young children in child care centers. Use of these recipes will aid in preparing nutritionally adequate meals.

FOOD PREPARATION TIPS

- Trim fresh fruits and vegetables carefully to conserve nutritive value. Remove damaged leaves, bruised spots, skins, and inedible parts. Nutrients are lost when tissues are bruised. To avoid bruising, use a sharp blade when trimming, cutting, or shredding.
- Cook vegetables only until tender and in just enough water to prevent scorching.
- Cook root and tuber vegetables in their skins to help retain their nutritive value.
- Serve liquid from cans or use in gravies, soups, gelatin, and the like, to get full nutritive value from canned fruits and vegetables.
- Cook meat, fish, and poultry according to the cut or type purchased. The less expensive cuts and grades of lean meat contain as much food value as higher priced ones. The cheaper cuts require greater skill in cooking and seasoning to be acceptable.
- Use drippings from roasting meat and poultry for gravies, and use meat stock or broth from stewing in soups, escalloped or creamed dishes. This will save some of the nutrients which otherwise would be lost during cooking.
- Avoid cooking cereal in excessive quantities of water. Draining off the cooking water and rinsing also wastes valuable nutrients.

Tips on food purchasing

Getting the most for the food dollar takes careful planning and buying experience. Careful use of food buying power will not only help control food cost but also reduce waste and help upgrade the quality of meals.

Success in food buying means getting foods of good quality in the proper quantities at the best possible prices.

Quantities to buy depend on the number of children attending the center, the menus and recipes used, the amount and kind of storage space available, inventory on hand, perishability of the food, and length of time the order is to cover.

WHERE TO BUY

- Check the food companies (vendors) or stores in the area.

Which offers foods that are used frequently? Which offers the service required—prompt and frequent delivery, credit, discounts, if any? Which offers quality food at a reasonable price?

- Buy from suppliers that provide the best quality food at the most reasonable prices.
- Follow a strict code of business ethics when purchasing foods for the center. Know what the food suppliers expect, and let them know what is expected of them.

WHAT TO BUY

Let the planned use of the food determine the form and quality to buy. Consider products' style, type, size, count, container, packing medium. Read labels. Know what the product is and inspect it *before* purchase and upon delivery. Whenever possible, buy foods that are federally graded.

- Buy federally inspected meats and poultry. Government inspection is assurance that meat and poultry were produced from animals or fowl free from disease at the time of

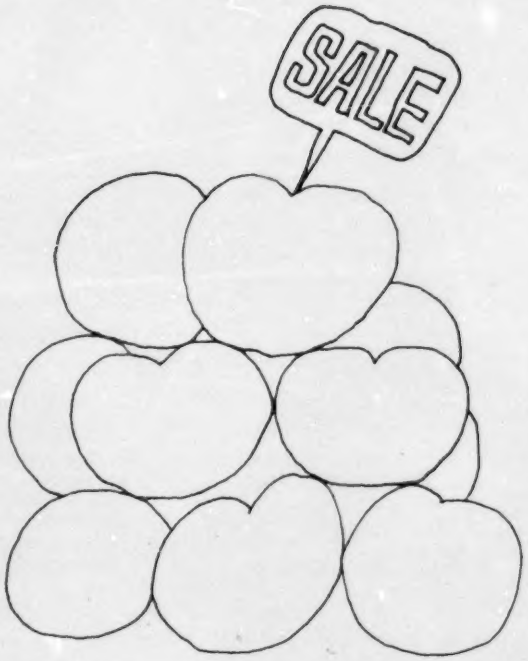
slaughter and were prepared under strict sanitary conditions.

- Purchase only pasteurized, Grade A milk and milk products.
- Purchase federally inspected seafoods whenever possible. This assures top quality products.
- Purchase bread and pastry that is properly wrapped or kept in paper lined containers with covers to keep bread and pastry fresh and wholesome.
- Purchase frozen foods that have been kept hard frozen. Do not accept delivery on frozen foods that are, or have been, thawed or partially thawed.
- Purchase perishable foods that have been kept under refrigeration.

Develop standards for all food purchases. Standards describe the food to be purchased. State or write clear standards for each food item ordered. Let the vendor *know* the standards. Once the order is received, check to see that the food meets the standards.

HOW MUCH TO BUY

- Calculate the quantities of food needed to serve the children and adults eating at the center. The publication, "Food Buying Guide for Child-Care Centers," has been especially designed to help in determining quantities of food to purchase for preparing meals in child care centers.
- Consider the number of servings per pound or per can for each item to be purchased. Select the most suitable.
- Remember storage facilities. Buy only quantities that can be stored properly. Consider food's "keeping" qualities in relation to storage facilities available. Buy those which best fit the situation.



WHEN TO BUY

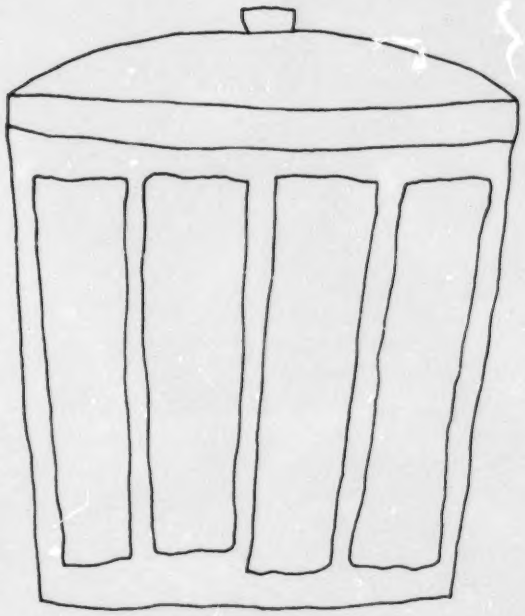
- Decide when to buy each type of food. Purchase bread and milk daily. Perishable foods, such as meat, fish, poultry, fresh and frozen produce should be purchased for daily delivery, or if storage space is sufficient, two deliveries a week may be adequate. Canned foods and staple groceries may be purchased monthly or twice monthly, depending on storage space.

KEEP RECORDS OF FOOD PURCHASES

Record the date the food was ordered; the date it was received; its condition on arrival; and when and how much was used. Be sure to record the price paid. These records can be a help in planning future purchases and menus.

Remember:
The food served can only be as good as the quality of the foods purchased.

Sanitation



Sanitation is one of the most important aspects of good food service. One error or one instance of carelessness can cause the spread of a disease with drastic consequences.

Just as it is important to feed children nutritious, body-building meals, it is equally important that the meals be free from substances that may cause illness. Nutrition and sanitation must go hand-in-hand in any good food service operation. Sanitation is a factor to consider in food selection, storage, preparation, and service.

GOOD SANITATION REQUIRES:

Clean utensils and equipment.

- Be sure all eating and drinking utensils are properly handled. Do not touch surfaces on which food is served or surfaces which come in contact with the mouth.
- Do not use cracked or chipped utensils and dishes.
- Keep all appliances and equipment clean and in good working order.
- Use only dishwashing equipment that meets local health agency regulations.
- Request that local health and fire departments inspect center facilities at least once a year.

Clean and wholesome food.

- Purchase foods such as pasteurized milk, inspected stamped meat, and government-approved shellfish to help insure food safety.
- Examine food when it is delivered to make sure it is not spoiled, dirty, or contaminated with insects.

Correct storage and cooking temperatures.

- Use food supplies on a "first in, first out" basis. Store foods so older supplies will be used first. This helps prevent spoilage.
- Protect foods such as flours, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing these foods in tightly covered containers.
- Keep cold foods cold (45°F or below) and keep hot foods hot (cook and hold at 140°F or above).
- Don't overload containers for heating and cooling. Use shallow pans so food will heat or cool quickly.
- Throw out portions of foods served but not eaten.

Clean and healthy workers.

- Be sure that all food service workers meet the health standards set by local and State health authorities.
- Do not let persons with infected cuts or sores, colds, or other communicable diseases prepare or serve food.

Safe food handling practices.

- Wash hands thoroughly with soap and water before handling foods or utensils. Repeat after every visit to the restroom.
- Wash hands, utensils, and work surfaces thoroughly after contact with raw eggs, fish, meats, and poultry.
- Thoroughly wash all fruits and vegetables to be served raw, such as lettuce, celery, carrots, apples, and peaches.
- Cook foods properly following standardized procedures and recipe directions.

Make mealtime a happy time

Feeding young children can be fun if you know:

- What foods children should have.
- How to bring children and foods together happily.

Pleasant eating experiences are as important as nutritious foods. They provide pleasant associations with food and eating. Food habits and attitudes formed during the pre-school years remain with most individuals throughout life.

- No two children are alike. Try to understand each child's personality and reaction to foods.
- Each child needs to do as much for himself as he is able to do. First efforts may be awkward but should be encouraged because these are a step toward growth.
- Children may be in no hurry to eat once the first edge is taken off their hunger. They do not have adults' sense of time. Urging them to hurry may spoil their pleasure in eating.
- Most 1-year-old children can handle bite-sized pieces of food with their fingers. Later they can handle a spoon by themselves. Since they are growing slower than infants they may be less hungry. They may be choosy and refuse certain foods. Don't worry or force them to eat. Keep on offering different foods.
- Sometimes children 3 to 6 years old go on food "jags." They may want two or three servings of one food at one meal. Given time they will settle down and eat a normal meal. The overall pattern from week to week and month to month is more important.

INTRODUCING NEW FOODS

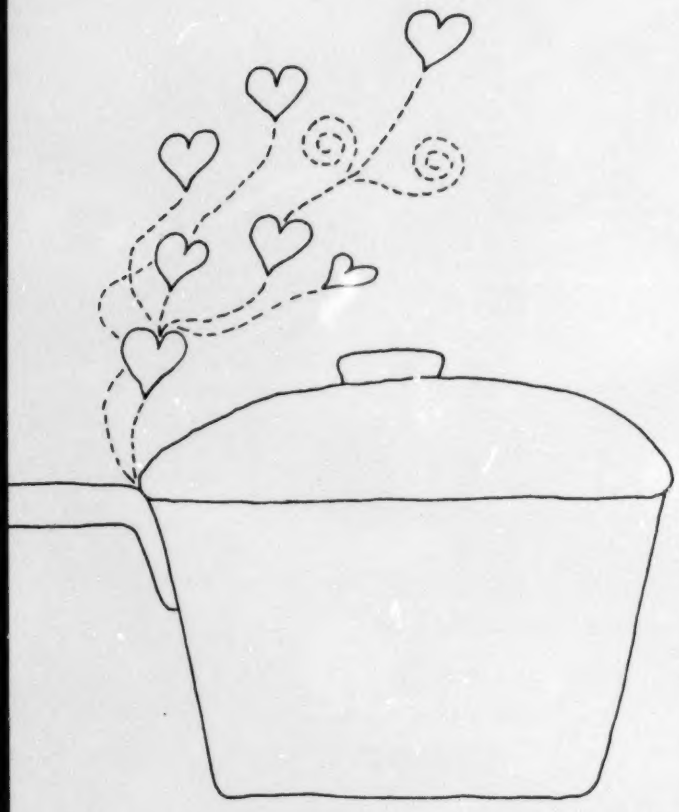
Introduce only *one* new food at a time. Offer a *very small amount* at first, at the beginning of the meal, so that children may become used to new flavors and textures. Allow plenty of time for children to look at and examine the foods.

Do not try to introduce a new food when children do not feel well or are cross and irritable. Those new foods which are accepted should be given again soon so that children can become familiar with them.

If a new food is offered and children turn it down, don't make a fuss. Offer the food again a few days later.

ENCOURAGING FAVORABLE FOOD ATTITUDES AND GOOD EATING HABITS

- Use a bright, attractive, well-ventilated, and comfortable room for serving meals.
- Have a physical setting—tables, chairs, dishes, glasses, silverware, and serving utensils—suited to young children.
- Provide a quiet time just before meals so that the atmosphere can be friendly and relaxed at meal time.
- Avoid delays in food service so the children will not have to sit and wait.
- Set a good example. Young children sense adult attitudes toward food.
- At the table, create an atmosphere of acceptance and respect for each child as an individual so that the meal will be both nutritionally and emotionally satisfying.
- Serve foods family style. An adult should eat at the table with the children when possible.
- Arrange foods on plates to make meals interesting and attractive from the standpoint of color, texture, flavor, and temperature, as well as nutritious.
- Give small servings and allow second servings if desired.
- Permit children to make some food choices,



and recognize when their food needs have been satisfied.

- Use new foods frequently, but introduce them one at a time with familiar foods, and have only "taste-size" portions until the children accept the food.
- Temperature extremes are unpleasant to most young children. Usually a child does not object to his food being lukewarm. Beverages are often more pleasing to a child when served at room temperature, rather than ice cold or piping hot.
- De-emphasize the clean plate idea. A child may rebel if forced to eat unwanted food.
- Do not let children use food to gain attention—for example, by refusing to eat or by making special demands.

Nutrition education

Nutrition education should begin in early childhood. During this period, a young child can develop positive attitudes toward food, learn to accept a wide variety of foods, and appreciate the pleasurable experiences eating provides. All of this can be accomplished when educational activities centered around foods are fully incorporated into the child care center program. It's better to establish good food habits early in life than try to change eating habits later.

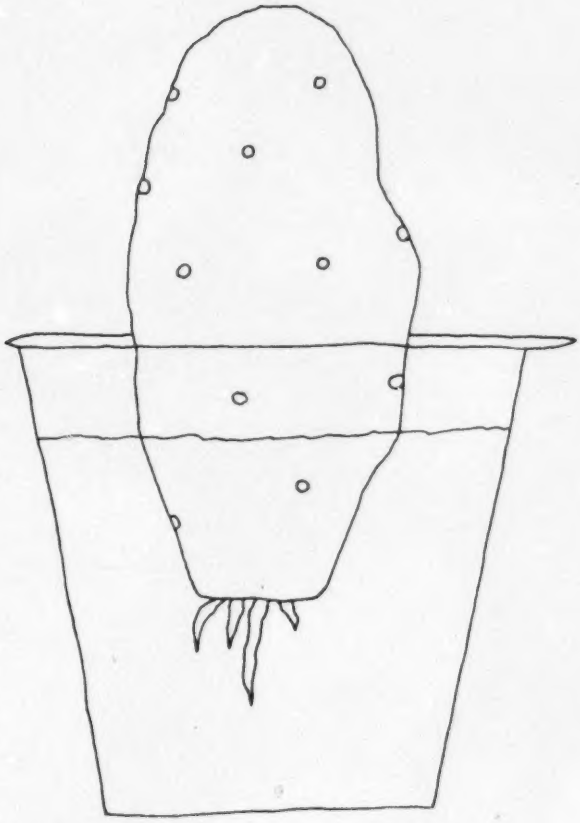
Many factors must work together to make a nutrition education program successful. The cooperative effort of directors, teachers, food service personnel, and parents in helping children learn about food is a primary factor. Directors, teachers, and food service personnel should serve nutritious meals and snacks that provide an opportunity for excellent learning activities. Finally, parents can render a service to the program through voluntary efforts, and at the same time learn a great deal to enhance family eating practices at home. In the center, children may be encouraged to:

- Identify, talk about, and enjoy a wide variety of new foods, new tastes, and new dishes.
- Develop a wholesome attitude toward nutritious food and good eating habits.
- Share and socialize in group eating situations.

The teaching of nutrition is most valuable to children when integrated with other learning experiences. Learning is reinforced when children have an opportunity to practice what is taught. Foods like a golden orange, a rosy apple, or a bright-hued pepper can be an introduction to bright new colors, different shapes, textures, and aromas.

Some nutrition education activities that children may perform in the center are:

- Squeezing oranges and drinking the juice



for snacks. Roll the oranges on a hard surface, such as a table, to soften prior to juicing.

- Peeling grapefruits, bananas, and tangerines. Tear and break the fruits into pieces and mix them together to make a salad for lunch. Be sure to coordinate this activity with the food service personnel.
- Growing a sweetpotato in water to show how the plant grows from the stored food in the potato.

Excursions or trips to discover how food is produced, marketed, and purchased will broaden horizons and both stimulate and satisfy a child's curiosity. For example on a trip to a farm, children might:

- Observe cows being milked and discuss how the milk gets from the farm to the container in the store.
- Discuss how eggs get from the farm to the store.
- Observe vegetables and plants growing. Discuss how plants grow and produce our vegetables and fruits.

Other trips, which teach children more about foods, can be made to the farmer's market, grocery store, dairy, and bakery.
In addition, foods may be a pleasant and interesting part of other center activities. At play, for example, children may be encouraged to:

- Plant seeds which germinate quickly, such as radishes, mustard greens, and turnip greens. Soak seeds overnight to hasten germination.
- Make biscuit or yeast dough and wrap it around different types of food before cooking. Cook and eat the finished product.
- Play a matching game with foods and food pictures, such as matching eggs and chickens, green leafy vegetables and growing plants, and milk and cows.

The effectiveness of nutrition education in the classroom can be greatly enhanced if it is reinforced in the home. Parents should be invited into the center to:

- Join in group meetings at which feeding the family is the subject of discussion.
- Assist with food preparation.
- Be guests or aides at mealtime.
- Share favorite family menus and recipes.

Doing this, parents can render service and at the same time learn a great deal about selecting economical foods and developing sound nutritional practices.

Planning foods for infants

Feeding infants (birth to 1 year) should be geared to the needs of the individual child and based on medical advice because infants are so vulnerable nutritionally. Child care centers providing day care for infants should seek guidance on feeding from the appropriate medical authorities—the children's doctors, the public health clinic, or public welfare.

Babies' first food is usually milk (either mothers' or prepared formula). Infants in day care centers will probably be receiving a formula or fluid whole milk to meet their needs.

In addition to milk, other foods should be provided during the first year. These supply nutrients that milk does not and teach children to eat a variety of foods. It is up to the doctor or medical authority to decide when and in what order these foods should be offered.

Cereals prepared especially for babies are often the first solid food given to infants. Strained fruits, vegetables, and meats are added as infants are ready for them.

By the time they are 6 months old, most babies will be eating a variety of foods along with formula or milk. Once babies have teeth, they will welcome a piece of dried bread, toast, or zwieback to hold and chew on.

As soon as they have enough teeth and can chew, infants should progress to mashed or chopped foods to acquaint them with different textures. Mashed vegetables and fruits may be tried first. Because meat is more difficult to chew and swallow, it should be strained until babies are over a year old.

As babies become acquainted with their environment, including their food, they will want to explore it, handle it, and try to feed themselves. This should be encouraged as much as possible.

Information materials

Conserving the Nutritive Value in Foods. U.S. Dept. of Agriculture (USDA), Home and Garden Bul. No. 90, Slightly Revised, 1971. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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Equipment Guide for Preschool and School Age Child Service Institutions. USDA, PA-999, Rev. 1974. Available from your State Agency or USDA/FNS Regional Office.

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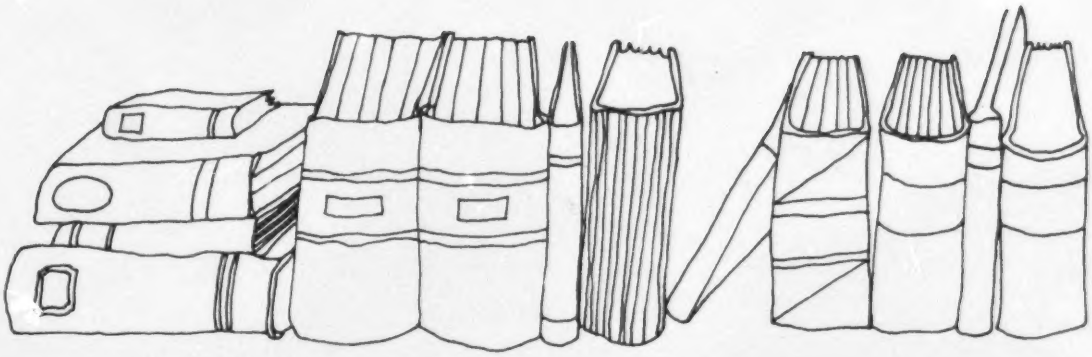

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Nutrition and Feeding of Infants and Children Under Three in Group Day Care. U.S. Dept. of Health, Education and Welfare, 1971. Available from Bureau of Community Health Services, Program Services Branch, Rm. 12A33, 5600 Fisher Lane, Rockville, Maryland 20852.

Overview of Nutrition Requirements and Activities in Head Start—Rainbow Series Number 3. Available from Office of Human Development/Office of Child Development, HEW, Washington, D.C. 20013.

Quantity Recipes for Child-Care Centers. USDA, FNS-86, 1973. Available from your State Agency or USDA/FNS Regional Office.

The "Whats, Whys, and Hows" of Cheese Alternate Products. USDA. Available from your State Agency or USDA/FNS Regional Office.

For additional audio-visual and print materials related to food service and nutrition education for children, contact the Food and Nutrition Information and Educational Materials Center (FNIC).

Requests for materials may be placed by mail or telephone or in person. Allow ample time for delivery. Most print materials may be borrowed for a period of 1 month. Nonprint media (films, slides, etc.) can be borrowed for 2 weeks only and no more than three copies can be loaned at any one time to one person. A mailing list is maintained for persons interested in obtaining FNIC's catalogs. Mail address:

The Food and Nutrition Information
and Educational Materials Center
National Agricultural Library, Room 304
Beltsville, Maryland 20705

Telephone: (301) 344-3719
(24-hour telephone monitor)

Office Hours: 8:00-4:30 Monday-Friday

Street Address: 10301 Baltimore Boulevard
Beltsville, Maryland 20705

Menu planning worksheet

Week of _____

Pattern	Monday		Tuesday	
BREAKFAST	**Planned**	**Served**	**Planned**	**Served**
Juice or Fruit				
Cereal or Bread				
Milk				
Other Foods				
A.M. SUPPLEMENT	**Planned**	**Served**	**Planned**	**Served**
Milk or Juice, etc.				
Bread or Cereal				
LUNCH OR SUPPER	**Planned**	**Served**	**Planned**	**Served**
Meat or Meat Alternate				
Vegetables and Fruits (2 or more)				
Bread				
Milk				
Other Foods				
P.M. SUPPLEMENT	**Planned**	**Served**	**Planned**	**Served**
Milk or Juice, etc.				
Bread or Cereal				

Wednesday		Thursday		Friday	
Planned	Served	Planned	Served	Planned	Served
Planned	Served	Planned	Served	Planned	Served
Planned	Served	Planned	Served	Planned	Served
Planned	Served	Planned	Served	Planned	Served

Menu evaluation checklist

1. Are all components of the meal included?
2. Are serving sizes sufficient to provide young children the required quantity of:
   Meat or alternate or an equivalent?
   Two or more vegetables and/or fruits?
   Enriched or whole-grain bread or an equivalent?
   Fluid milk?
3. Are serving sizes planned?
4. Are other foods included to help meet the nutritional needs of young children and to satisfy appetites?
5. Are the combinations of foods pleasing and acceptable to children?
6. Do meals include a good balance of:
   Color—in the foods themselves or as a garnish?
   Texture—soft, crisp, firm-textured; starchy, and other type foods?
   Shape—different sized pieces and shapes of foods?
   Flavor—bland and tart or mild and strong flavored foods?
   Temperature—hot and cold foods?
7. Are most of the foods and food combinations ones children have learned to eat?
8. Have children's cultural and ethnic food practices been considered?
9. Are foods varied from day to day, week to week?
10. Are different kinds or forms of foods (fresh, canned, dried) included?
11. Are seasonal foods included?

* U. S. GOVERNMENT PRINTING OFFICE : 1976